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IDENTIFIERS Autonomous Learner Model for Gifted and Talented

ABSTRACT

This collection considers the personal and educational needs of the student who is gifted, with emphasis on the roles of support staff. It covers developmental perspectives; assessment, identification, and evaluation issues; educational services; personal, interpersonal, and cultural issues; intervention strategies; and gifted education issues. Chapters are as follows: "Gifted Education: Historical Perspectives and Current Concepts" (Mary Ruth Coleman and James J. Gallagher); "The Changing Developmental Needs of the Gifted: Birth to Maturity" (Elizabeth Maxwell); "Changing Conceptions of Intelligence and Their Impact upon the Concept of Giftedness: The Triarchic Theory of Intelligence" (Robert J. Sternberg); "Identifying High Ability/High Achievement Giftedness" (Marlene Bireley); "Identifying the Creatively Gifted" (Gary A. Davis); "Evaluating Instructional Outcomes for Gifted Students" (Carolyn M. Callahan); "The Educational Continuum and Delivery of Services" (John F. Feldhusen and Sidney M. Moon); "Developing Curricular Interventions for the Gifted" (Beverly N. Parke); "Encouraging Lifelong Learning through the Autonomous Learner Model" (George T. Betts and Michael J. Hoover); "Technological Innovations in the Education of Gifted and Talented Students" (Richard D. Howell); "Underachievement Syndrome in Gifted Students" (Sylvia B. Rimm); "The Special Characteristics and Needs of Gifted Students with Disabilities" (M. Bireley); "Highly Gifted Children" (Linda Kreger Silverman); "Impact of Family Patterns upon the Development of Giftedness" (S. Rimm); "Stress and the Gifted" (Judy L. Genshaft et al.); "Stress as a Function of Gender: Special Needs of Gifted Girls and Women" (Constance L. Hollinger); "Serving the Needs of Gifted Children from a Multicultural Perspective" (Deborah L. Plummer); "Family Consultation as an Approach to Providing

Psychoeducational Services to Gifted Children" (Gerald Porter and Joel Meyers); "Counseling Academically Behaving Adolescents about Wellness" (Paul Michael Janos); "Counseling Gifted Young Women about Educational and Career Choices" (C. Hollinger); "Consultation Strategies with Gifted and Regular Educators: A Collaborative Approach" (Dawn P. Flanagan); "What Gifted Education Can Offer the Reform Movement: Talent Development" (Sally M. Reis); and "Building Advocacy and Public Support for Gifted Education" (Peggy Dettmer). (Individual chapters contain references.) (SW)

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